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An analysis of school building administrator functions, building administrator effectiveness, and measures of school effectiveness

Robert Douglas Pinckney
Iowa State University

Pinckney, Robert Douglas

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An analysis of school building administrator functions, building administrator effectiveness, and measures of school effectiveness

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Robert Douglas Pinckney

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CHAPTER I. INTRODUCTION

Public schools, like other organizations, are the object of intense public scrutiny. While the desire for accountability has come in many guises, school building administrators have received much of the attention. Those concerned with maximizing achievement in schools are asking: (1) What are the important administrative functions in which principals engage?; (2) Are administrators meeting the expectations of other professionals?; and (3) To what extent are building administrators efficacious and how is effectiveness in administrative performance associated with important variables related to school effectiveness?

Most of the professional activities performed in schools involve specialization of some sort, e.g. math teaching, guidance counseling, etc. But the luxury of being able to concentrate on one activity or function eludes the building principal. Principals, like other managers, seem to enjoy no concentration of effort. Their activities are often characterized by brevity and variety; tasks are usually diverse and fragmented (53). It seems likely that clarification and better understanding of these tasks would enable better planning and performance.

Meeting others' expectations has been found to be associated with a more effective work environment (45). If this finding is generalizable, it follows that where the administrative functions are in agreement with the desires and priorities of superordinates and subordinates, effectiveness is enhanced. However, while building administrators appear to continually strive to identify appropriate leadership

behavior, little has been done to catalog and analyze the plethora of diverse factors and situations which influence their behavior in these various situations.

There is little consensus on how principals should be spending their time. For example, Burham stated that it is important for principals to be involved in the evaluation and guidance of personnel (12), while Trump recommended that school principals devote approximately seventy-five percent of their time to improving instruction (71). Recent research by Brookover and Lezotte indicated that principals should be assertive instructional leaders and strong disciplinarians who emphasize achievement and evaluation of basic goals (9). As for the perceptions of the building administrators, there are indications that they perceive their responsibility to be that of supervising teachers and encouraging and supporting teacher attendance and participation in seminars, workshops, and in-service programs designed to increase effectiveness in the classroom. Aside from that, they appear to express a desire to manage the school "as they see fit" (11). In this mix of perceptions and expectations, principals attempt to meet the expectations of those who work for them as well as those for whom they work. In addition to confusion and ambiguity concerning priorities, preferences, and expectations, concern has been expressed regarding the effect administrative functions have on important climate variables. There is evidence that what school principals do and how others perceive those job functions are related to important contextual variables, that is, school climate (6).

Purpose of the Study

This study provides an analysis of the administrative functions of school building administrators, as reflected in the Critical Work Activities (CWAs) of building principals, and the relationship of these functions on school climate. Attention was focused on: 1) building principals' perceptions of the administrative functions they performed, and 2) the perception of three referent groups (teachers, principals, and central office personnel) in nine (9) school organizations.

The study was designed to examine the administrative functions of building principals and the relationship between administrative functions, school climate, and other variables. Its specific purposes were:

1. To identify, categorize, and analyze the administrative functions typically performed by school building administrators.
2. To determine building administrators' preferences for performing administrative functions.
3. To identify the expectations and preferences of teachers and superordinates - what administrative functions these referent groups expect building principals to perform.
4. To analyze the perceptions of superordinates and subordinates related to the efficacy of principals in performing administrative functions.
5. To examine the relationship between administrative functions school level (elem/sec) and school climate.

Delimitations of the study

The sample included 533 elementary and secondary school teachers, 39 elementary and secondary school building principals, and 9 central office administrators. The scope of this investigation was limited to the five consortium schools of the Northwest Area Foundation Project (4 in Minnesota, 1 in Iowa), the Berea Public Schools (Ohio), North Panola Public Schools and Holly Springs Public Schools (Mississippi), and the Pasadena Public Schools (California). The personnel included in this study were those persons holding positions during the 1980-81 and 1981-82 school years.

CHAPTER II. REVIEW OF LITERATURE

This chapter cites the selected literature and related research. In order to limit the broad field and bring focus on the central topic, four specific components are presented: (1) Perspective of the Principal's Task; (2) Role Expectations; (3) Critical Work Activities; and (4) School Climate.

Perspective of the Principal's Task

Historically, the principal was literally a head-teacher selected from the teaching ranks to oversee minor routines. During the early 1900s, principals worked on their own, without interference from central office administrators. The schools they administered were designed to cater to the educational needs of a select few (35). Ranniger supplied an interesting job description of the early principal:

> In addition to teaching and administering his school, he often served as town clerk, church choirster, official visitor to the sick, bell ringer of the church, grave digger, and court messenger, not to mention other occasional duties (57, p. 32).

Early studies in task performance of principals revealed that significant referent groups perceived the tasks differently. For example, in 1921, McClure, conducted a study involving professors of education and elementary school principals. This study focused on responsibilities of school administrators as perceived by principals and professors. Fifteen professors of education indicated that the five main responsibilities they felt a school administrator should perform were: 1) supervision of teaching, 2) administration, 3) community

leadership, 4) professional studies, and 5) clerical activities. However, when McClure collected data from 43 Seattle elementary principals, he found they perceived their task in a different order of importance: 1) administration, 2) clerical, 3) supervision of teaching, 4) community service, and 5) professional studies. The differences between professors of education and administrators were revealing. Administrators reported their number one responsibility to be administration, while the professors saw supervision of teaching as the number one task. The professors listed clerical duties as the least important task but administrators differed, placing it as their number two task (48).

During the 1940s, the principals' tasks reflected an increase in authority as responsible heads of the school. They were responsible for selecting and improving methods of instruction, providing supervision, establishing relations with teachers, developing school curriculum, and selecting and ordering equipment and supplies. While he or she had considerable freedom to work with the curriculum, administer pupil personnel services, and control extra-curricular activities, each was limited in the ability to select teachers (54).

The 1950s saw an even greater change in the principalship. Within this era, the principal's responsibilities were expanded to include scheduling, discipline, pupil activities, attendance, and guidance services (59). There were also signs that the principal's authority was beginning to be challenged. Issues such as the scope of teachers' duties, released time, and control of pupils were beginning to be

examined by the courts, causing the principal to turn to the utilization of participatory management techniques (35). Harlow saw the principal of the fifties as a team leader, a result of the rising level of teacher training, human relations emphasis, and the pressure of social theories on school organizations (28). Umstattd summed up the principal's task in the fifties:

> The principal, more than any other person, is charged with the smooth transition of culture by keeping the educational program attuned to the times. He is the general manager of the intricate process (72, p. 17).

The next twenty to thirty years saw even greater change in the principal's responsibilities, brought about by social upheaval and events in education. Among those forces most significant were: 1) the rapid expansion of school districts brought about by the baby boom, 2) the social changes of the sixties and seventies, 3) new certification requirements, 4) the emergence of professional negotiations, 5) court decisions on student affairs and school desegregation, and 6) schools growing into bureaucratic school systems. All contributed to the principalship becoming more demanding. Since they were being given varied directions from scholars, parents, legislators, etc. there seemed to be confusion as to what principals should do. For example, The Illinois Elementary School Principals' Association, after surveying its membership, stated:

> There is great diversity in definition of the principal's "task" and the expected performance of the principal varies considerably from one school organization to another (30, p. 13).

McNally and Dean concurred:

> There are no clearly identified and commonly accepted criteria enabling one to identify with any degree of certainty or unanimity, those knowledges, insights and skills uniquely necessary to proper functioning of the school (52, p. 114).

Events of the seventies shaped the principal's role and subsequently affected the tasks he/she was expected to perform--the principal was expected to be all things to all people.

As the eighties unfold, confusion still reigns. Politics, negotiations, racial conflict, community participation, and teacher evaluations, are common everyday problems. Principals in the 1980s find themselves working with older faculties, increased paperwork, decreased authority, increases in services provided to students, and a curriculum that had not changed over a period of years (35). There is evidence that the principals of the eighties will encounter declining enrollment, decreased funds for schools, and a bankrupt economy. They must manage programs mandated by special education laws, the federal government, parent-teacher groups, central offices, and so forth, while trying to accomplish the major task of providing educational leadership and improving the academic performance of students. In theory, the principals of the eighties are still looked upon as educational leaders. In practice, they are expected to perform a myriad of tasks as both managers and as educational leaders. They are expected to handle 1) staff development, 2) program development and evaluation, 3) curriculum development, 4) faculty selection and assignment, 5) community planning, 6) financing and budget development, 7) food services, and 8) student transportation. Some of these tasks are detailed, repetitive, and even mundane, but most seem to be important if the school is to be operated

effectively. It seems that principals must realize that they can no longer continue to be all things to all people. If principals are going to survive, as Kellam noted, "they must make it clear to everyone what they can and cannot do" (35, p. 94).

Role Expectations

The role of the principal in public elementary and secondary schools is important. As Krajewski observed, "the principalship is the single most crucial role in American education" (38, p. 56). Expectations for that role are similarly important. Role expectations are those forces in the individual and the environment that combine to determine behavior and also specify the appropriate behavior of a specific position (22). Role expectations have an important organizational function and are based on the interaction between institutional and personal dimensions. In other words, individuals have needs and develop patterns of behavior which must be congruent with institutional demands. Getzels' and Guba's model of the school as a social system provides direction for those examining organizational behavior. The model is shown in Figure 1 There are two basic elements: 1) the institution (nomothetic), which is defined in terms of roles and expectations, and 2) the individual (ideographic), which is defined as the personalities and needs of the organization's actors. According to Getzels and Guba, behavior(B) is a function of a given institutional role(R) as defined by the expectations attached to it and the personality(P) of the individual. In other words, B=f(RP) (22).

Institution---Roles---Expectations

The School---Informal Group---Climate---Norms----Behavior

Individual----Personality----Needs

FIGURE 1. The school as a social system

As shown in Figure 1, the parts are interdependent. The role represents a position of status within the institution and the expectations help to explain the behavior of the position holder. It seems logical that when expectations from teachers are in conflict with those of the administrator, his or her behavior may be altered. But others also make their presence felt.

Boards of education, superintendents, teachers, legislators, scholars, community members, and the courts have divergent role expectations. For example, Afton noted "Central office administration and school boards often view the principal from the managerial viewpoint and evaluate him on the basis of the efficiency with which the school operates" (1, p. 73). Roe and Drake concurred with Afton,

> The priority of the role emerges when certain activities are rewarded, reinforced, and praised and others are disregarded or discouraged. The reality of the situation is that central administration and Boards of Education reward and reinforce the well-managed, efficiently operated schools (59, p. 337).

Teachers, key members of the school community, appear to further complicate the matter of role expectations. The literature indicated that the ambiguity of teacher expectations also affects their job satisfaction. Bidwell's study supports this assumption. He found that

incongruent expectations contributed to teacher dissatisfaction with the school system in general. This affected relations with fellow teachers, pupils, and patrons. He further noted that, "when role expectations are congruent, teachers felt secure in their relationship with the principal" (6, p. 94). On the basis of his research, Bidwell concluded:

> If the administrator acts as teachers feel he should, the teachers will tend to be comfortable. On the other hand, if they are of the opinion that the administrator is not fulfilling his role as they see it, tension often results (6, p. 94).

But teachers disagree among themselves and their expectations appear to fluctuate. A study supported by USOE indicated their propensity to vacillate:

> Teacher expectations of the principal, which predominates in the minds of faculty members, may fluctuate between instructional leader, business manager, curriculum director, bureaucrat, representative of the superintendent, or representative of the faculty (73, p. 34).

Another viewpoint to be considered is that of the community. McNally found that communities are similar to boards of education and teachers. They have varied expectations of what principals are for, what they do, and what they should not do (49). Results of the 1981 annual Gallup Poll support his findings. The poll indicated support for 1) sex education, 2) performance contracts 3) management experts, 4) year round school, and 5) alternative school but showed that the public also expects administrators and their schools to provide students with 1) moral and ethical training, 2) thinking skills, 3) career education, 4) citizen education training, 5) college preparatory programs, 6) training in the fine arts, and 7) a student discipline program (20).

The courts and legislators also have expectations. The Supreme Court has explicit expectations, particularly when principals make decisions on matters other than those dealing with the administrative process. According to Mark Cannon, administrative assistant to The Chief Justice of the Supreme Court:

> Principals need to work to reverse the decline in ethics, morals, and moral values. The decline in values and rampant crime seriously affects America's capacity to progress economically and to the survival as a free nation (13, p. 76).

The United States Congress has a very definite point of view. They expect the principal:

> To be responsible for all activities, to set the tone of the school, establish the climate for learning, be the main link between school and community, and insure that the school is a vibrant, innovative, child-centered place (16, p. 306).

State legislators also have gotten into the act. State legislators such as those in California see the building principal's responsibilities to be 1) dealing with parents, 2) disciplining students, 3) hiring, assigning, and evaluating staff, 4) overseeing students' class assignments, 5) overseeing building maintenance and cafeteria management, 6) ordering school supplies and 7) providing services and support as required by central office (40).

Scholars have some ideas about what the role of a principal should be and these too are somewhat divergent. For example, McNally noted that the great challenge to the principal was "to preserve and extend American democracy by leading in the development of an education which is powerful enough to do the job." He also stated, "there are four characteristics that principals must possess: 1) he must be a dynamic

educational leader, 2) a continuous scholar of education, 3) a skilled coordinator of school and community, and 4) an educational adventurer" (51, p. 8). Jacobsen et al. see it differently. They expect the principal to: 1) orient faculty in new teaching techniques by planning and supervising in-service training programs and through demonstration lessons; 2) make classroom visits, evaluating and giving feedback to teachers; 3) involve teachers, parents, counselors, and administrators in developing the grading system; and 4) supervise the testing program making sure that tests are providing the kinds of information needed (32). Recent research on school effectiveness also has implications for principals. Brookover and Lezotte's extensive research into school effectiveness explicated leader behaviors resulting in positive school outcomes. On the basis of their research, they concluded that the principal should be an assertive instructional leader and strong disciplinarian who emphasizes achievement and evaluation of basic goals (9).

The principals themselves are an important referent group. However, when asked about their role, they have not been able to reach consensus. Some, as Cannon noted, see their roles as:

> Supervising teachers and encouraging and supporting teacher attendance and participating in seminars, workshops, and in-service programs designed to increase effectiveness in the classroom (13, p. 76).

Others, as Barth observed, see themselves as:

> Glorified plant managers who maintain order, maximize production, and minimize dissonance. And, like teachers, Barth also noted that many feel guilty because they know they are not doing, cannot do, what is expected of them (4, p. 123).

Principals, then, appear to be caught in a web of constraints under the influence of parents, legislators, scholars, boards of education, teachers, and the courts. They may be, as McNally reported, "so powerless that it doesn't really matter whether or not they know why they do what they do" (51, p. 9). Stanavage's portrayal of the principal accurately sums up their plight.

> In no other group ... is the crises of identification so acute as that suffered by the principal. From its inception, the principalship has been schizoid beyond belief. The principal has been all things to all people, fatuously attempting to play each of these roles in season and out, in tandem and concurrently (69, p. 3).

Critical Work Activities

Critical Work Activities (CWAs) are the ongoing, regular activities performed by an administrator necessary for the day-to-day operations of the building or school organization. Such activities may have either short-range or long-range implications but are important to the orderly operations of the school building and the school organizatin program. The development of CWAs requires that administrators list the amount of time (in minutes) they spend performing various work activities (for a period of 20 to 30 days). After the work activities are logged, they are converted into time percentages and collapsed into categories or functions.

Clarifying or identifying important administrative duties through time logging has met with much success in the private sector. Sune Carlson's "diary method" (self-recording) of nine Swedish managers established the pattern for subsequent time logging studies. In

Carlson's study, the managers recorded various aspects of each activity (duration, place, participant) on a precoded pad. The study revealed that executives worked excessive hours, spent a third of their working time outside the firm, and were subject to constant interruptions (as cited in Mintzberg, 53). This approach was used to gather data on the work activities performed by managers representing all levels of the corporate structure.

Burns, Dubin and Spray, and Kelly used the diary method to investigate how managers spent their time performing various work activities. Burns studied a group of four departmental executives in a British light engineering firm. His findings revealed that 80% of the executive's time was spent talking and that higher-level managers tend to be less specialized than those at lower levels (as cited in Kelly, 36). Dubin and Spray examined the workday of eight accounting, manufacturing, and financial executives. The executives used a self-recording form to describe the work activities they participated in during the day for a period of two consecutive weeks. The researchers found great variability in executive behavior. The data also indicated that type of industry, level of organization and degree of specialization are important in determining executive action (18). The purpose of Kelly's study was to determine the possibility of using the self-recording technique to study executive behavior and to compare the behavior of their superiors. Four section managers of a metal company participated in the study. The findings indicated that: 1) the self-recording technique can be used to collect data on work activities

performed by executives and 2) the section manager and his superordinate perceived their roles in much the same way (36).

In a major effort, Mintzberg studied five chief executives using the technique of structured observations. Functional categories were developed during and after the observations. He found similarities in tasks at all levels of the private sector, from chief executives to foremen. Mintzberg also found no break in the pace of activity during office hours. Such things as reading and answering mail, telephone calls, and attending meetings consumed almost every minute of the executives' time from the minute they walked into their office until leaving in the evening. Based on his findings, Mintzberg concluded that, "managers, unlike most nonmanagers, are unable to concentrate on any single activity for any length of time" (53, p. 56).

CWAs were used to study school administrators' work activities by Martin and Willower (47), the Department of Elementary School Principals (DESP) of the NEA (14), and Project Rome (21). Using the techniques of observations popularized by Mintzberg, Martin and Willower examined the managerial behavior of high school principals in their actual job settings. The study involved direct observations of five principals who logged all events they were involved in for a period of five days. The data indicated that principals worked on the average of 42.2 hours a week with approximately eleven hours of additional weekly work in the evenings and that administrators were spending little time observing teachers. In addition, the principals were spending considerable time attending athletic events, school programs, and special meetings. As a

result of their findings, the researchers concluded that, "secondary school principals operate in much the same way as Mintzberg's managers, in that the principals engaged in a large number of activities and performed their work at a rapid pace" (47, p. 75). The DESP conducted a longitudinal study, using a questionnaire, to estimate the amount of time building principals spent performing administrative functions for one school day (1928), one year (1948), and one school week (1958 and 1968). The findings indicated that over the forty year period, building principals showed only a slight shift in the performance of the major administrative functions. They were able to maintain the amount of time devoted to administrative functions and to reduce somewhat the amount of time on clerical duties. For example, the principals spent 30.2% of their time in 1928 on administration as compared to 30% in 1968; clerical work occupied 18.3% of the administrators' time in 1928 and 14% in 1968. The administrators spent 33.8% of their time in 1928 in supervising teachers, but increased their time to 38% in 1968 (14).

Another study using the observation technique, was conducted under the auspices of Project ROME. This effort examined the functional areas of administrative responsibility for principals' behavior competencies. Principals in three elementary, two middle, and one high school comprised the sampling group. The data were collected by direct observations of the principals performing their daily routines for one week. Among the significant findings reported: principals spent 2% of their time on curriculum and instruction; 18% was devoted to staff personnel; 21% on student personnel; and a total of 25% was spent

performing miscellaneous activities (14).

In summary, the functions performed by school building executives appear quite similar irrespective of geographic location, school size, or other factors. There is little explanation as to the purpose of the time spent, or how percentage of time spent performing different functions relates to school effectiveness.

School Climate

The importance of school climate has been emphasized in the literature. Recent research has been especially fruitful. It appears that: 1) school climate has a direct bearing on student achievement (10), 2) effective schools share a climate that is instructionally effective for all of their students (19), and 3) effective schools appear to be characterized by a positive climate which is conducive to learning (55). Research by Rutter et al. indicates that focusing on the improvement of climate is the first step toward more effective schools and that a "good" school climate is associated with high productivity and job satisfaction. On the other hand, it appears that a "poor" climate leads to student alienation, job dissatisfaction, complacency, frustration, and lack of creativity (61).

Defining climate is a difficult task. Renato and Litwin defined climate as:

> A relatively enduring quality of internal environment of an organization that: a) is experienced by its members, b) influences their behavior, and c) can be described in terms of values of a particular set of characteristics (attributes) of an organization (58, p. 27).

After further research, Litwin and Stringer refined this definition as follows:

> Climate is a set of measureable properties of the work environment, perceived directly or indirectly by the people who live and work in this environment and assumed to influence their motivation and behavior (45, p. 1).

Those who study schools define it differently. Brookover defined climate as the norms and expectations held by members of the group. Of more importance, his extensive research revealed that school climate accounted for a significant amount of the variance between schools and mean achievement levels (11). For the purpose of this study, school climate is defined as "those elements in a school which affect the staff's willingness to work together, their desire to achieve, and their excitement about the work they do." While there are many variables or factors which may contribute to the phenomenon, three are of particular interest in this study: 1) goal orientation, 2) cohesiveness, and 3) esprit.

Goal orientation

Goal orientation is enthusiasm for meeting group goals or achieving excellent performance. The importance of goal orientation has been addressed in the private sector. Research in the private sector suggests that enthusiasm for goal achievement has been repeatedly found to be a significant factor in high achieving groups (31). For example, Bowers and Seashore (7) examined management and performance skills in 40 different sales offices of a nationally known company. Two questionnaires were used--one was completed by the sales managers and

the other by the salesmen. The findings indicated that where managers apply the principal of supportive relationships with high performance goals, they are more likely to have better sales units. Likert, after reviewing the study, observed that:

> The organization should develop groups within the hierarchy that could, through interaction, develop objectives and goals to which the individual subscribes, while at the same time providing support and favorable recognition to individuals who would then work effectively toward the achievement of these goals (42, p. 212).

Doak supported the importance of goals and of goal congruence when he wrote, "the extent to which there is congruence of organizational and individual goals is direct reflection of the health of the organization" (17, p. 369). Atkinson proposed that when groups operate in this manner their members have a strong desire for their group to succeed and tend to choose realistic goals and work hard for them (3).

Researchers in the public sector have also found that there is a powerful relationship between goal orientation and school effectiveness. For example, Lipham noted "when goals of the school are clear, reasonably uniformed, and perceived as important, and when the staff is committed to them, a successful school results" (43, p. 1). Wynne, in his extensive study of 140 schools in Chicago, concluded that good schools emphasized goals from which evolved a clear idea of what constituted good performance, and this understanding was understood by staff (counselors, lunchroom attendants, security guards, bus drivers, etc.), teachers, parents, and students. Wynne concluded that without clearly stated goals, people cannot know what is expected of them (75).

Cohesiveness

Cohesiveness is defined as "close, mutually satisfying relationships within the school faculties where teachers enjoy warm and friendly personal relations with others" (75). It has consistently been associated with organizational effectiveness. For example, Seashore, in 1954, conducted a study of 228 individuals to determine whether cohesive groups would be more productive. The findings indicated that productivity was significantly higher within cohesive groups, and these groups were less affected by external pressure than internal standards. In contrast, less cohesive groups tended to be average in productivity and were less internally consistent (64). It has also been noted that there is usually less variability in productivity within a highly cohesive group than within a group that has low cohesiveness. That is, all members of a highly cohesive group seem to work at the same level. In contrast, there may be some members of a low cohesive group producing at a high level and others at a low level (42). Litter (44) conducted a study to determine the cohesiveness of work crews and the relation to productivity. One group of construction crews selected their members based on job expertise. The other construction crew was selected by the workers who selected individuals they would prefer working with. The results showed that groups which were chosen by the members of the work crew had significantly higher job satisfaction, lower turnover rates, and high productivity (44). Finally, research conducted by Schacter found that members of a highly cohesive group will also work hard to attain group goals (63).

Glasser (25), Wynne (75), and Rutter et al. (61) have examined the effects of cohesive work groups in public schools. Glasser supports the need for cohesiveness in schools.

> A faculty group which is cohesive is the core element in developing an effective educational organization, such a group can generate sufficent understanding and acceptance so that a coherent and effective educational program can be offered (25, p. 86).

In the Chicago study conducted by Wynne, his findings indicated coherence was the characteristic most commonly associated with good schools and the goodness in a good school was pervasive. Furthermore, in a highly coherent school the goals were clearly understood by all members of the school community and everyone knew what constituted a good program (75).

The recent work of Rutter et al. provides a substantive line between productivity and cohesiveness. Rutter et al. conducted a longitudinal study to determine: 1) if a child's experience at school has an effect on the child, 2) if it matters which school he goes to, and 3) if there are other factors that matter. Twelve schools located in the inner city of London comprised the sample. In 1971, ten year olds nearing the end of their primary year were given group tests to assess their intellectual and reading levels. Teachers completed behavior questionnaires on each student in the study. All students tested in 1971 were retested in 1974 and teachers again completed the same questionnaire. Based on their research and in depth analysis of what occurs in the school Rutter concluded:

> The atmosphere in any particular school will be greatly influenced by the degree to which it functions as a coherent

> whole, with agreed upon ways of doing things which are consistent throughout the school and which have the general support of all the staff (61, p. 192).

Esprit

The third component comprising organizational climate is esprit. Esprit is the feeling by the faculty that their needs are being satisfied and that they are enjoying, at the same time, a sense of accomplishment in their jobs. It also is the predisposition on the part of an indivdiual to put forth extra effort in the achievement of group goals (27). These mutually satisfying relations are important to the faculty for, as Smith found, "under certain circumstances a lack of satisfaction may have an impact on the success of an organization to function effectively due to turnover and absenteeism" (67). Anderson agreed, "where favorable working relationships exist teacher morale will be improved and when teacher morale is high students will also make greater achievements" (2, p. 695). Guba conducted a study in a Chicago suburb consisting of 168 teachers from eleven schools. The findings indicated that the degree of morale (high/low) tended to relate to the confidence (or lack of) teachers had in the leadership (27). Lonsdale supported this need for confidence to build morale when he stated, "morale is a measure of effectiveness in role enactment, of congruence between role perceptions and role expectations, and of congruence between role expectations and need-dispositions." He further stated, "feelings of participants in an organization stem from a combination of (a) perceived productivity or progress toward the achievement of the tasks of the organization, and (b) perceived job satisfaction of

individual needs through the interaction of the participants in his role within the work group and the total organization" (46, p. 28).

Research has shown that the confidence teachers have in their principal's effectiveness influences teacher morale and satisfaction. Washington and Watson posit that high morale was a valid indicator of staff satisfaction. They went on to state that "when teachers' needs are being met they strive for fulfillment of higher goals, resulting in higher student achievement." They concluded, "there is little doubt that high morale is basic to the effective functioning of the school" (74, p. 5).

Griffith supported the need for high esprit of a faculty when he wrote, "If it can be shown that groups which achieve their goals efficiently, exhibit a high degree of cohesiveness, think well of their leaders, do not fight much among themselves, agree on the objectives, have confidence in their equipment, and so on, then, their manifestation represents high morale, but only if a relationship to goal achievement can be shown" (26, p. 93).

In summary, there is some evidence in the private and public sector supporting the validity of using climate variables as a measure of school achievement. That evidence also points to three variables related to achievement goal orientation, cohesiveness, and esprit.

CHAPTER III. METHODS AND PROCEDURES

The purpose of this study was to analyze the administrative functions of school administrators as reflected in Critical Work Activities (CWAs) of building principals, and the effect of these functions on school climate. Attention was focused on 1) building principals perceptions of the administrative functions they perform, 2) the perceptions of teachers and central office personnel in nine school organizations, and 3) the relationships between these administrative functions and school climate.

This chapter describes the methods and procedures that were used to gather and analyze the data required for the study. It has been divided into two major sections. The first section, "Collection of Data," describes the sample, the instrumentation used to collect data for the study, and collection of data procedures. The second section, "Analysis of Data," reviews the analysis of data procedures and the statistical methods used in the treatment of the data.

Collection of Data

The sample

Nine school organizations participated in this study. Four were from Minnesota, two were from Mississippi, and one each was from Iowa, Ohio, and California. Eight were public K-12 schools and one, Breck Independent School, located in Minneapolis, was a private school organization with one elementary and one secondary school. Twenty-five elementary and fourteen secondary schools supplied the data for this

investigation. The thirty-nine schools represented three geographic strata; urban, suburban, and rural. Eleven elementary and five secondary schools represent the urban centers of Minneapolis, Minnesota and Pasadena, California. The suburban communities of Edina and Northfield, Minnesota, and Berea, Ohio had eight elementary and six secondary schools. Five elementary and four secondary schools were drawn from the rural communities of Sprit Lake, Iowa, and Holly Springs and North Panola, Mississippi. Participants in the study included 25 elementary and 14 secondary school building administrators, 349 elementary and 184 secondary school teachers, and 9 central office administrators. Table 1 shows the geographic strata, (urban, suburban, and rural) building level breakdown (elementary/secondary), and teacher/student enrollments for the 1981-82 school year.

TABLE 1. Student/Teacher enrollment by geographic strata and building level

	ELEMENTARY		SECONDARY		TOTAL	
	Students	Teachers	Students	Teachers	Students	Teachers
URBAN	5,748	166	2,524	49	8,032	215
SUBUR.	3,981	116	6,887	82	10,868	198
RURAL	2,767	67	1,910	53	4,677	120
TOTAL		349		184	23,577	533

N = 39 study schools, 1981-82

Instrumentation

Two instruments were used in the study; 1) Administrative Function Analysis (AFA) and 2) School Climate Inventory (SCI). They were

designed specifically for this study after a thorough examination of the literature pertinent to administrative functions and school climate. The instruments were constructed in consultation with selected staff members at Iowa State University and others who have expertise in school leadership. The instruments were field tested in the winter of 1982 using graduate students in classes in educational administration and psychology at Iowa State University. Following the field-test, modifications were made to insure validity and reliability. Below is a description and information for both instruments.

Administrative Functions Analysis This instrument was administered to teachers, building administrators, and central office personnel and was designed to gather data relative to: 1) their priority rankings of each of six administrative functions, 2) the percentage of time the role incumbent reported should be allocated to each of the administrative functions, and 3) role incumbent perceptions of the building administrators' effectiveness in performing each of the administrative functions. Demographic data and information on the building administrator's critical work activities were gathered but not used in the study.

Administrative functions were derived by analyzing Critical Work Activities (CWAs) collected from building administrators. The CWAs were then analyzed and placed into functional areas which had been identified through a review of the literature. Those areas are described below:

1. Human Resource Management - activities which involve the process of insuring that quailified personnel accomplish

designated objectives at the proper time, performing jobs which meet the needs of the organization, and provides satisfaction for the individuals involved.

2. Instructional Leadership - those activities directly related to maintaining or improving instruction (involving faculty, students, or parents).
3. Non-instructional Functions - those activities concerned with coordinating and controlling those functions necessary for accomplishing the goals of the school.
4. Pupil Personnel - those non-instructional activities that pertain to students, excluding matters related to student discipline.
5. School Community Relations - those activities involved in the process of communication between the school and community for the purpose of increasing the community understanding of policies and practices of the school (17).
6. Student Behavior (control) - those activities related to maintaining or ameliorating the behavior of the school's students.

The first of three parts of the instrument consisted of six questions designed to gather demographic data. This part identified: sex, race or ethnic group, number of years in teaching or administration, number of years in present position, grade level presently teaching or administrating, and the extent of formal preparation. In the second subsection, the respondents were asked to

identify the three most important critical work activities for the six functional areas. The final part was comprised of three sections: 1) "priority" reflected the relative importance that each referent group reported should be placed on each of the six administrative functions, 2) "percentage of time" indicates the relative percentage of "time" that building administrators allocate to each of the administrative functions, and 3) the referent groups' perception of the building administrator's "effectiveness" in performing each of the six administrative functions.

In the first section of part three, 'priority' the respondents were asked to rank order the importance of the six administrative functions from 1 (high) to 6 (low). In section two, "percentage of time" the respondents were asked to indicate the amount of time a building administrator should allocate to performing each of the six administrative functions. In the final subsection "effectiveness", the respondents were asked to indicate the extent of effectiveness of the administrator while performing each of the functions using the scale: (1) not effective, (2) somewhat effective, (3) effective, (4) very efective, and (5) extremely effective. The Administrative Functions Analysis may be seen in Appendix A.

School Climate Inventory This instrument was administered to teachers and was designed to determine their perceptions of the climate of the school as represented by three climate variables; 1) goal orientation, 2) cohesiveness, and 3) esprit. Definitions of these constructs are provided below.

1. Goal orientation - faculty enthusiasm for meeting group goals or achieving excellent performance.
2. Cohesiveness - close mutually satisfying relationships in school faculties.
3. Esprit - feeling by the faculty that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their jobs.

The instrument consisted of twenty items related to school climate. Six questions or statements were designed to examine goal orientation, six cohesiveness, and eight were designed to assess the esprit of the faculty. Respondents were given a question or statement and asked to indicate the extent to which this condition existed in their school using an eight point Likert scale. For example, teachers were asked, "What is the amount of teamwork in your school?", and responded on the scale shown below:

No teamwork		Little teamwork		Moderate amount of teamwork		Great amount of teamwork	
1	2	3	4	5	6	7	8

During the winter of 1982, the School Climate Inventory was field tested at Iowa State University using graduate students in educational administration and psychology. Its alpha coefficent was .96. The alpha coefficient for the 533 teachers who responded in the study was .85. The School Climate Inventory (SCI) may be seen in Appendix B.

Data collection methods and procedures

In March of 1982, fifty building administrators (30 elementary and 20 secondary) in nine school organizations were mailed packets of materials. These fifty building administrators were either building principals or division heads. The materials consisted of: 1) a letter of explanation for the study, 2) the procedures they were to follow in the random selection of teachers, 3) a single copy of the Administrative Functions Analysis, and 4) a packet of materials to be disseminated to a contact person. The contact person was a volunteer teacher who took responsibility for the following: 1) disseminating an informational letter and the teachers' survey instruments, 2) fielding teacher questions regarding the questionnaires, and 3) collecting all completed teacher instruments and returning them to Iowa State University in the prepaid envelopes. A packet of materials was also mailed to each of the nine central office administrators designated by the Chief School Officers. It contained an Administrative Functions Analysis questionnaire to be completed by the central office personnel for each building administrator from his/her organization who was particiapting in the study. All study participants were advised that information received would be held in strict confidence and no individual person would be identified by name in the study.

Participants were asked to complete the instruments within one week. After a period of two weeks, a telephone call was made to those schools who had not returned completed instruments, as a reminder that instruments had not been received. Data collection was terminated one

week after that telephone call. These procedures obtained results from 581 (73%) of the 794 participants in the study. Of the 581 teacher questionnaires returned, 48 were incomplete. Therefore, the study included 533 useable teacher questionnaires. Table 2 shows the breakdown of questionnaires mailed and returned by position and level.

TABLE 2. Questionnaires returned by position and building level

		MAILED	RETURNED	PERCENT
Central Office		9	9	100
Secondary Principals	(7-12)	20	14	70
Elementary Principals	(K-6)	30	25	83
Secondary teachers	(7-12)	285	184	65
Elementary teachers	(K-6)	450	349	78
TOTAL		794	581	73

N = 39 study schools, 1981-82

Analysis of Data

After the completed survey instruments were received, the data were coded and prepared for transfer to key punch cards for computer analysis at the Iowa State University Computer Center. Statistical treatment of data was performed by the Iowa State University Computer Center using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (means and standard deviation) were computed to examine the relative value of study variables. Three statistical techniques were used to determine significant statistical differences: t-test, Pearson's Correlation, and multiple regression.

T-test was used to determine if building level and role influenced referent group perceptions with respect to the time that administrators should spend performing each of the administrative functions. T-test was also used to examine if building level and role influenced perceptions of the building administrator's effectiveness in performing each of the six functions.

Hypotheses one, two, and three were tested using t-tests. Since each hypothesis dealt with all six functions, it was necessary to arbitrarily set a level at which to accept or reject the hypothesis. Where significant differences were found in three of the six functions, the hypothesis was rejected.

Pearson's Correlation was used to examine the relationships between study variables. Hypotheses four, five and six were tested using multiple regression. The six administrative functions were regressed on the three dependent variables independently and significant relationships reported as well as the percent of variance contributed by the variables found to be significant. The asterisk (*) was used in the tables to denote significant difference at the .05 level; the double asterisks (**) were used to denote significant difference at the .01 level; and three asterisks (***) were used to denote significant difference at the .001 level.

CHAPTER IV. FINDINGS

The purpose of this chapter is to report the results of the investigation of the relationship between administrative functions performed by building administrators and school climate. The data reported in this chapter were compiled from two survey instruments; 1) Administrative Function Analysis, and 2) School Climate Inventory. The chapter consists of two major sections; 1) Descriptive Data; measures of central tendency and variability, and 2) Inferential Statistics, analyses using Pearson's Correlation, t-test, and multiple regression.

Two areas were of primary interest in the study: A) Administrative functions; specifically, human resource management, instructional leadership, non-instructional functions, pupil personnel, school community relations, and student behavior, and B) School climate as measured by three variables; 1) goal orientation, 2) cohesiveness, and 3) esprit. Three aspects of the administrative functions were of interest: "priority", "percentage of time", and "effectiveness." Priority reflects the relative importance that the role incumbents (building administrators, teachers, and central office personnel) reported should be placed on each of the six administrative functions. Percentage of time reflects their perceptions of the relative amount of time that should be allocated for performing each of the six administrative functions; and effectiveness represents referent group perceptions of how effective each building administrator is in performing each of the administrative functions. Nine central office administrators, thirty-nine building administrators, and five hundred

and thirty-three teachers supplied the data for the analysis.

Descriptive Data

Administrative Functions

Table 3 presents the mean priority ranking for the six administrative functions by school level (elem/sec). The referent groups (teachers, building level administrators and central office personnel) were asked to determine the relative importance that should be placed on each of the six administrative functions. Responses were aggregated and means derived. Since 1 represented their first priority and 6 the lowest, the lower the mean score the higher the ranking. For example, human resource management received the lowest mean score from elementary (2.45) and secondary (2.42) teachers who accorded it a ranking of 1, or most important. Instructional leadership had a mean score of 2.67 (elementary) and 2.48 (secondary) respectively, ranking it second in importance. Both elementary and secondary teachers ranked non-instructional as least important (4.86 and 4.68 respectively). The six administrative functions were ranked in the same order by both levels (elementary/secondary).

The referent groups were asked to report the percentage of time a building administrator should spend performing each of the six administrative functions. Table 4 reports these findings by school level. In interpreting percentage of time, the higher the mean score, the more time the administrator should spend performing each function. Elementary teachers reported that building administrators should spend

TABLE 3. Teachers' mean priority ranking of administrative functions by school level

	ELEMENTARY MEAN	SECONDARY MEAN	COMPOSITE MEAN	RANK
HUMAN RESOURCE MGT.	2.45	2.42	2.44	1
INSTRUCTIONAL LDSP.	2.67	2.48	2.58	2
STUDENT BEHAVIOR	2.71	2.79	2.75	3
SCHOOL COM. REL.	3.55	3.82	3.69	4
PUPIL PERSONNEL	3.87	3.97	3.92	5
NON-INSTRUCTIONAL	4.86	4.68	4.75	6

ELEMENTARY (N=349) SECONDARY (N=184)

the greater portion of their time monitoring student behavior (20.08), providing instructional leadership (20.00) and managing human resources (19.67). Secondary teachers indicated that the building administrator should spend their time providing instructional leadership (22.19), human resource management (21.77), and attending to student behavior (21.28) functions. Once again, the data indicate that elementary and secondary teachers' preferences were very similar.

TABLE 4. Mean percentage of time expected by teachers for each of the administrative functions by school level

	ELEMENTARY MEAN	SECONDARY MEAN	COMPOSITE MEAN
HUMAN RESOURCE MGT.	19.67	21.77	20.72
INSTRUCTIONAL LDSP.	20.00	22.19	21.10
NON-INSTRUCTIONAL	12.11	13.15	12.63
PUPIL PERSONNEL	14.46	14.67	14.57
SCHOOL COM. REL.	14.41	14.56	14.49
STUDENT BEHAVIOR	20.08	21.28	20.68

ELEMENTARY (N=349) SECONDARY (N=184)

Table 5 presents the means representing elementary and secondary teachers' perceptions of the effectiveness of the building administrators in performing each of the six administrative functions. The higher the mean score, the more effective the administrator performance in the six administrative functions. The elementary teachers saw their principals as most effective in school community relations (3.42) and least effective in pupil personnel (3.04). In the secondary schools, administrators were seen as most effective when performing non-instructional functions (3.36) and least effective in student behavior (2.84) and human resource management functions (2.94). The difference in mean scores is small between five of the six administrative functions. The composite score reveals that administrators were seen as most effective in school community relations, followed by non-instructional leadership. They were least effective in student behavior management.

TABLE 5. Teachers' perceptions of administrator effectiveness in performing administrative functions by school level

	ELEMENTARY		SECONDARY		COMPOSITE	
	MEAN	EFF RANK	MEAN	EFF RANK	MEAN	EFF RANK
SCH. COM. REL.	3.42	1	3.20	3	3.31	1
NON-INST.	3.24	2	3.36	1	3.30	2
INST. LDSP.	3.16	4	3.27	2	3.22	3
PUP. PERS.	3.04	6	3.16	4	3.10	4
HUM. RES. MGT.	3.17	3	2.94	5	3.06	5
STU. BEHAV.	3.11	5	2.84	6	2.98	6
	ELEMENTARY (N=349)		SECONDARY (N=184)			

It is instructive to examine perceptions collectively and make comparisons between groups. The perceptions of the referent groups are depicted using graphs which represent the aggregate of the perceptions of teachers, central office administrators, and building administrators for the following: 1) priority ranking of administrative functions, 2) percentage of time that should be accorded to each of the functions, and 3) perceived effectiveness in performing each of the functions. Each category depicted in the figures is appropriately labeled at the bottom of each graph. Figure 2 shows the collective rankings for priority, percentage of time, and effectiveness. The vertical axis represents the ranking; the horizontal shows the administrative functions. The referent groups ranked human resource management and instructional leadership as a top priority and non-instructional functions as their lowest priority. Student behavior, school community relations, and pupil personnel were ranked 3, 4 and 5 respectively. Collectively, the referent groups reported that building administrators should spend the greatest percentage of their time performing instructional leadership and student behavior functions and the smallest percentage performing school community relations functions. They also indicated that building administrators were least effective in pupil personnel functions and most effective when performing school community relations functions. Effectiveness in instructional leadership, non-instructional, human resource management, and student behavior functions were ranked 3, 4, 5 and 6 respectively.

Figure 3 shows a breakdown of each of the referent group's

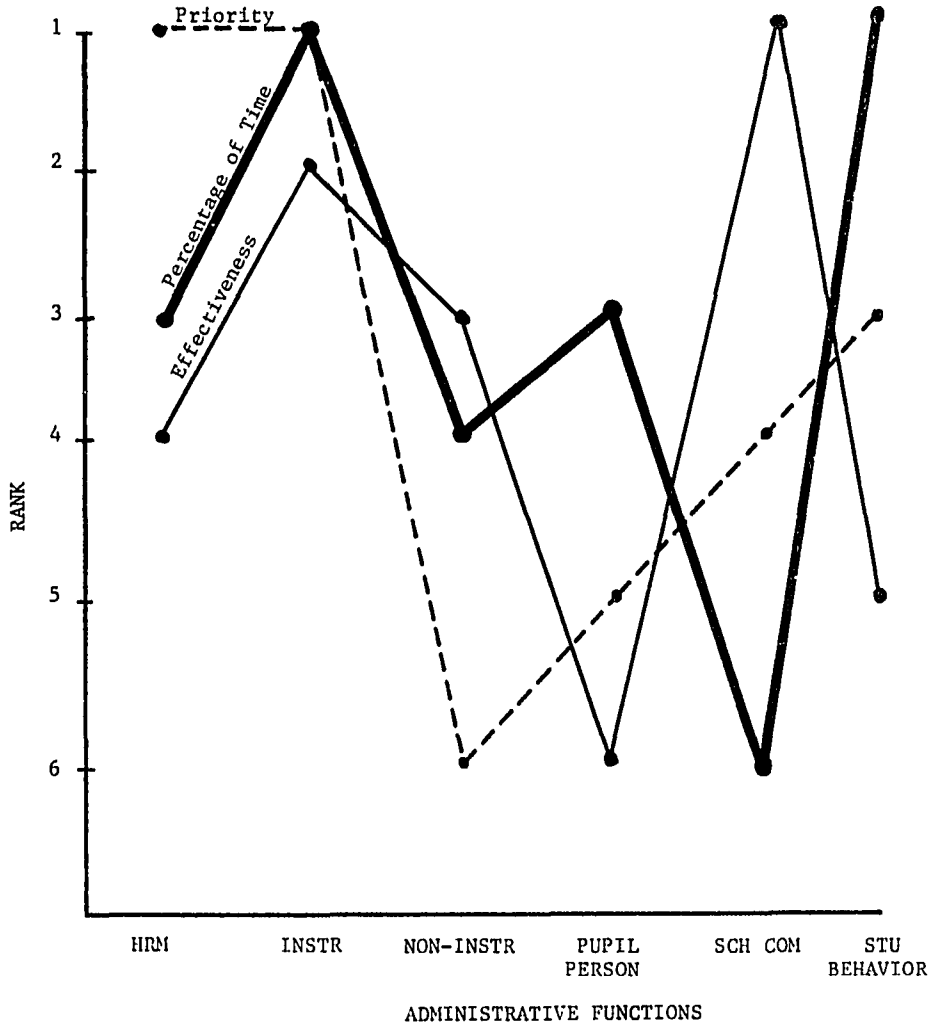

FIGURE 2. Graph of priority, percentage of time, and effectiveness for building administrators performing each of the administrative functions

perceptions of the relative importance that should be placed on the administrative functions. The vertical axis (1-6) represents the priority the staff gave each of the six functions; a 1 represents the highest ranking, a 6 the lowest ranking. The horizontal axis lists the six administrative functions.

The staff, collectively, ranked instructional leadership and human resource management as numbers one and two with instructional leadership higher as a priority than non-instructional and pupil personnel functions. Central office personnel ranked non-instructional and school community functions as a higher priority than did building administrators and teachers. They also ranked student related functions (pupil personnel and student behavior) as a lower priority than did the other two groups. Teachers ranked student behavior functions higher than did central office personnel and they accorded school community relations a lower priority. Building administrator and teachers reported that non-instructional functions should have a lower priority than did central office personnel.

Figure 4 illustrates the percentage of time the referent groups percieved building administrators should allocate to each of the six administrative functions. The highest percentage shown is 30 percent since none of the referent groups indicated the building administrators should allocate more than that amount to performing any of the administrative functions. The vertical axis shows percentage of time. The horizontal axis lists the six functions.

Collectively teachers, building administrators, and central office

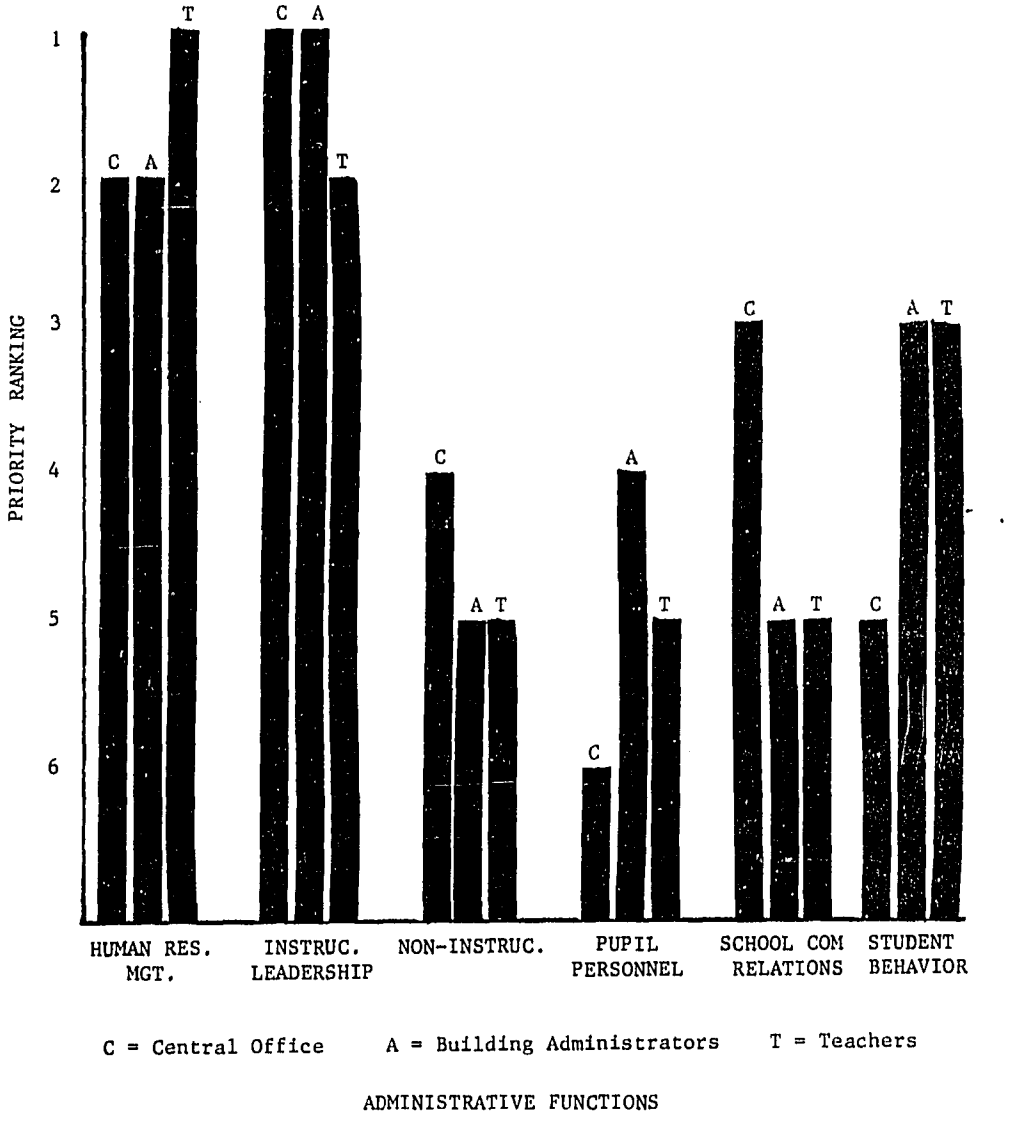

FIGURE 3. Priority ranking for each of the administrative functions

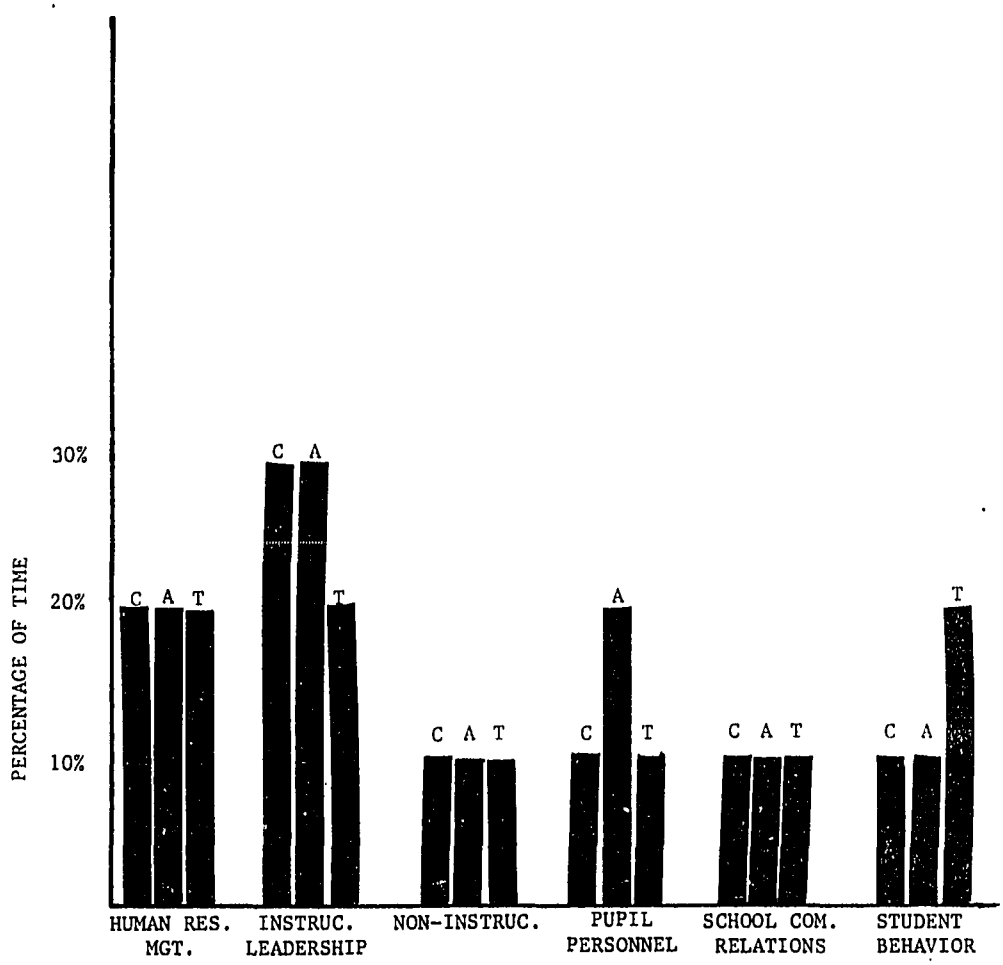

FIGURE 4. Referent group preferences for percentage of time allocated to performing the administrative functions

personnel expected the building administrators to spend the largest portion of their time performing instructional leadership and human resource management functions and the smallest portion performing school community relations and non-instructional functions. It should be noted that teachers indicated they wanted the building administrator to allocate twice as much time performing student behavior functions as did central office personnel and the building administrators themselves. Teachers also preferred that building administrators spend less time in instructional leadership than did the other two groups. Non-instructional and school community relations were two areas the referent groups agree should occupy little of the building administrators time (10%).

Figure 5 presents the data representing the rankings of the referent groups' perceptions of the building administrators' effectiveness in performing each of the functions. The vertical axis (1-6) represents the ratings each administrative function received from the referent groups. These rankings reflect the perceived effect of the building administrator when performing each of the administrative functions and are depicted showing the comparisons between the referent groups for the six administrative functions. On the horizontal axis are listed the six administrative functions. A function rated a 6 indicates that the building administrator was rated most effective in performing that function; where a function is rated 1, the administrator was perceived as least effective in performing the functions. For example, human resource management was ranked 3 out of a possible 6 by each of

the three referent groups, whereas, school community relations received the highest ranking--6 out of 6.

All three referent groups reported the building administrator was most effective when performing school community relations functions and least effective in the area of pupil personnel. Building administrators saw themselves as more effective in performing student behavior functions than did teachers. Teachers indicated the principals were least effective in performing student related activities (pupil personnel and student behavior functions) but were more effective in performing non-instructional functions. Central office personnel and building administrators tended to agree that principals were most effective in performing student behavior functions. Building administrators and teachers saw instructional leadership functions as being most effectively performed by the building administrator. Central office personnel saw the building administrator as least effective in performing this function.

School Climate

Teachers reported their perceptions of the climate of the school on a scale of 1 to 8 with 1 reflecting an indicator of very negative climate and 8 an indicator of very positive climate. Table 6 presents the means and standard deviation for the three school climate variables. Of the three variables, esprit was seen as the most positive (6.03) followed by goal orientation (5.99) and cohesiveness (5.38). It should be noted that the standard deviations indicate that there was more variability in teachers' perceptions of esprit (.64), than goal

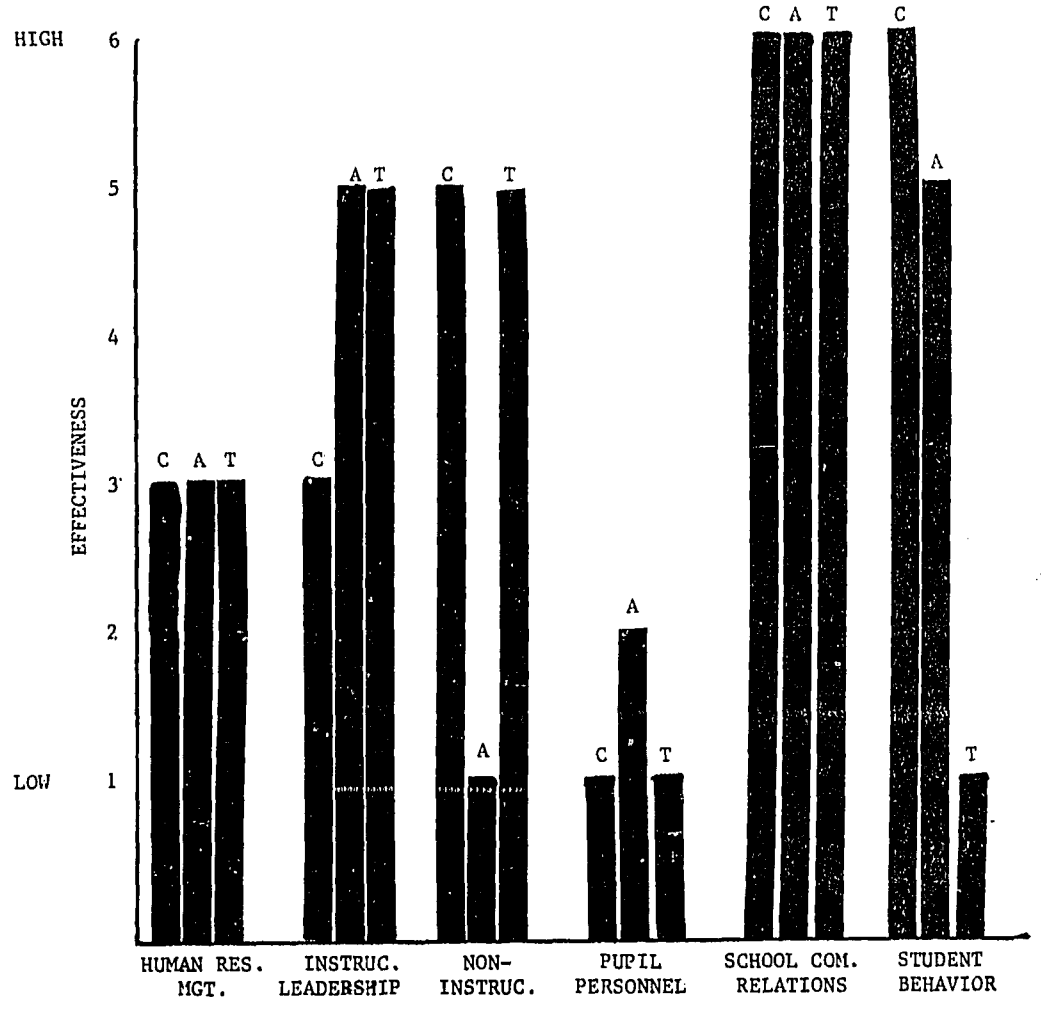

FIGURE 5. Referent groups ranking of administrator effectiveness in performing each of the administrative functions

orientation (.54), or cohesiveness (.45).

TABLE 6. Means and standard deviations for the school climate variables

VARIABLES	MEAN SCORE	STD. DEV.
Esprit	6.03	0.64
Goal Orientation	5.99	0.54
Cohesiveness	5.38	0.45

Table 7 shows the means and standard deviations for the school climate variables by school level and geographic strata. The elementary schools had a higher mean score in the three school climate variables. The greatest difference between elementary and secondary schools was in the variable cohesiveness. The table also shows that the climate in suburban schools was more positive in all three climate variables and that they were substantially higher in goal orientation and esprit. There was little difference in faculty cohesiveness in the three geographic strata.

Inferential Statistics

Six hypotheses provided focus for the study. These hypotheses were stated in the null form and tested for significance. Significance was set at the .05 level but reported at that level and beyond. The six hypotheses which were the focus of inquiry are provided below.

TABLE 7. School Climate Inventory mean score by school level and geographic strata

SCHOOL CLIMATE VARIABLES	ELEM.	SEC.	URBAN	SUBURB.	RURAL
	MEAN	MEAN	MEAN	MEAN	MEAN
GOAL ORIENT.	6.06	5.86	5.98	6.24	5.64
COHESIVENESS	5.50	5.17	5.34	5.45	5.36
ESPRIT	6.11	5.89	5.98	6.30	5.85
ELEM. (N=25)	SEC. (N=14)				
URBAN (N=215)	SUBURB. (N=198)		RURAL (N=124)		

Hypotheses

1. There is no significant difference in the perceptions of teachers and building administrators regarding the percentage of time building administrators should spend performing administrative functions.
2. There is no significant difference in the perceptions of teachers and building administrators regarding the effectiveness of building administrators effectiveness in performing administrative functions.
3. There is no significant difference in the perceptions of elementary and secondary teachers regarding the building administrators effectiveness in performing administrative functions.
4. There is no significant positive relationship between the perceived effectiveness of building administrators in performing the six administrative functions and faculty goal orientation.

5. There is no significant positive relationships between the perceived effectiveness of building administrators in performing the six administrative functions and faculty cohesiveness.
6. There is no significant positive relationship between the perceived effectiveness of building administrators in performing the six administrative functions and faculty esprit.

Relationship between study variables

Pearson's Correlation was used to examine the relationship between study variables. Table 8 presents the correlations between the dependent variables goal orientation, cohesiveness, and esprit. The three variables were highly intercorrelated--goal orientation and esprit showed a correlation of .82, and cohesiveness was highly correlated with the other two variables (.60 and .70) respectively. All correlations were significant at the .05 level.

TABLE 8. Correlation matrix for school climate variables

	1	2	3
GOAL ORIENTATION (1)	1.00	.82	.64
ESPRIT (2)	0.82	1.00	.75
COHESIVENESS (3)	0.64	0.75	1.00

Table 9 shows the correlations between all study variables.

Categories of variables in the matrix have been abbreviated. Variables 1-6 reflect the teachers' priority ranking (P), 7-12 represent the category, percentage of time (T), and variables 13-18 represent the effectiveness ranking (E). Variables 19-21 are the dependent variables.

Priority and percentage of time variables did not correlate highly. However, effectiveness correlated significantly with the three dependent variables (goal orientation, cohesiveness, esprit). Human resource management effectiveness and student behavior correlated highly with the three climate variables (.65, .71, and .73 and .61, .46, and .59 respectively).

Hypotheses Testing

In this subsection the results of the hypotheses testing are reported. Six hypotheses were stated in the null form and tested using t-test and multiple regression analysis. The first three hypotheses dealt with the following: (1) perceptions of teachers and building administrators concerning the amount of time that administrators should spend performing each of the administrative functions, (2) the effectiveness of the building administrator in performing each of the functions, and (3) the relationship between school level (elem./sec.) and referent group perception of building administrator effectiveness performing the functions. Six functions were analyzed using t-tests. Where significance was found in three or more, the hypothesis was rejected. Significance was set at the .05 level. Below are the six null hypotheses and the results for each.

TABLE 9. Correlation matrix for all variables[a] in the study

Variables		1	2	3	4	5	6	7	8	9
HRMP	1	1								
INSTRP	2	-0.27*	1							
NINSTP	3	0.08	0.24	1						
PUPERP	4	-0.16	0.02	0.45*	1					
SCRP	5	-0.15	-0.14	0.41	0.20	1				
STBEHP	6	-0.41*	-0.32*	-0.48*	-0.15	0.01	1			
HRMT	7	-0.40*	-0.11	-0.20	0.12	0.29*	0.36*	1		
INSTRT	8	0.29*	-0.86*	-0.06	-0.21	0.03	0.35*	0.06	1	
NINSTT	9	-0.02	0.07	-0.64*	-0.42*	-0.15	0.20	-0.08	0.09	1
PUPERT	10	0.13	0.01	-0.02	-0.46*	-0.23	-0.19	-0.19	0.10	0.32*
SCRT	11	0.37*	0.19	-0.22	-0.33*	-0.59*	-0.06	-0.23	-0.09	0.48*
STBEHT	12	0.37*	0.37*	0.21	0.08	0.00	-0.80*	-0.38*	-0.40*	-0.08
HRME	13	-0.28*	0.10	0.34*	0.29*	-0.05	-0.06	0.10	-0.14	-0.42*
INSTRE	14	-0.12	-0.32*	0.08	0.24	-0.01	0.13	0.09	0.30*	-0.16
NINSTE	15	-0.37*	0.22	0.07	0.04	0.12	0.26	0.22	-0.03	-0.14
PUPERE	16	-0.29*	0.13	-0.08	0.00	-0.01	0.22	0.21	-0.10	-0.06
SCRE	17	-0.13	0.26	0.39*	0.21	-0.05	0.01	0.10	-0.23	-0.53*
STBEHE	18	-0.08	0.02	-0.15	0.04	-0.08	0.16	0.08	-0.03	-0.03
GOALOR	19	-0.22	0.31*	0.24	0.11	-0.15	-0.01	-0.03	-0.22	-0.35*
COHESI	20	-0.05	0.94	0.48*	0.29*	-0.02	-0.33*	-0.08	-0.02	-0.50*
ESPRIT	21	-0.09	-0.27	0.34*	0.26	-0.05	0.04	0.03	0.08	-0.48*

[a]Variables 1-6 (P) = Priority Ranking; Variables 7-12 (T) = Percentage of Time; Variables 13-18 (E) = Effectiveness; Variables 19-21 = Dependent Variables.

*$p < .05$

10	11	12	13	14	15	16	17	18	19	20	21
1											
0.52	1										
0.19	0.14	1									
-0.18	-0.31*	-0.02	1								
-0.11	-0.32*	-0.19	0.62*	1							
-0.11	-0.17	-0.31*	0.43*	0.40*	1						
-0.05	-0.17	-0.26*	0.51*	0.53*	0.69*	1					
-0.32*	-0.29*	-0.11	0.59*	0.26	0.51*	0.55*	1				
0.00	-0.12	-0.18	0.40*	0.48*	0.43*	0.55*	0.32*	1			
-0.30*	-0.29*	-0.09	0.65*	0.37*	0.38*	0.46*	0.61*	0.39*	1		
-0.14	-0.37*	0.19	0.71*	0.41*	-0.03	0.16	0.46*	0.23	0.64*	1	
-0.23	-0.37*	-0.15	0.73*	0.52*	0.38*	0.45*	0.59*	0.47*	0.82*	0.75*	1

The first hypothesis was designed to examine the expectations of teachers and building administrators regarding the percentage of time that building administrators should spend performing the administrative functions.

Ho_1: There is no significant difference in the perceptions of teachers and building administrators regarding the percentage of time building administrators should spend performing administrative functions.

Table 10 presents the data for the first hypothesis. They show significant disagreement ($p < .001$) in the perceptions of the referent groups regarding the time that should be allocated for two functions; instructional leadership and student behavior. Building administrators indicated that they should spend a significantly greater portion of their time performing instructional leadership functions (29.63), than did teachers (20.49), but teachers reported that the building administrator should spend significantly more time performing student behavior functions (20.42) than did the building administrators (12.61). Since only two of the six functions were significantly different at the .05 level, the hypothesis was not rejected.

The second hypothesis was formulated to examine the perception of teachers and building administrators as to how effective the building administrator was in performing the administrative functions.

Ho_2: There is no significant difference in the perceptions of teachers and building administrators for the effectiveness of the building administrator in performing the adminis-

TABLE 10. Summary of mean expected building administrator performance time by function and referent group

INDEPENDENT VARIABLE	BLDG. ADMINS. MEAN	TCHRS. MEAN	POOLED t-VALUE	CONCLUS.
HUMAN RES. MGT.	19.92	20.52	-0.14	FAIL TO REJECT
INSTRUCT. LDERSHP.	29.63	20.49	5.17***	REJECT
NON-INSTRUCT.	10.59	12.39	-0.92	FAIL TO REJECT
PUPIL PERSONNEL	14.45	14.50	-0.03	FAIL TO REJECT
SCH. COM. REL.	12.08	14.40	-1.56	FAIL TO REJECT
STUDENT BEHAVIOR	12.61	20.42	-3.95***	REJECT

BUILDING ADMINISTRATORS (N=39)
*** P <.001 TEACHERS (N=533)

trative functions.

Table 11 presents a summary of the results for the six administrative functions. There were significant differences in the referent groups' perceptions of effectiveness in performing human resource management, instructional leadership, and student behavior functions. The building administrators perceived themselves performing each more effectively ($p < .001$) than did their teachers. The difference was greatest in the area of student behavior where building administrators rated themselves 3.68 while teachers rated them 3.03. Since mean scores in three of the six functions were perceived significantly different at the .05 level the hypothesis was rejected.

The third hypothesis was formulated to examine the relationship between school building level and teacher perceptions of administrator effectiveness in performing school functions.

Ho_3: School building level (elementary/secondary) has no

TABLE 11. Summary of means and pooled t-test value for building administrators vs teachers in their perceptions of the building administrators effectiveness performing each of the administrative functions

ADMINISTRATIVE FUNCTIONS	BUILD. ADM.	TEACHERS	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	3.50	3.08	2.24*	REJECT
INST. LDERSHP.	3.68	3.20	2.62**	REJECT
NON-INST.	3.26	3.29	-0.18	FAIL TO REJECT
PUPIL. PERRSONEL	3.30	3.08	1.72	FAIL TO REJECT
SCH. COM.REL.	3.63	3.34	1.50	FAIL TO REJECT
STUDENT BEHAV.	3.68	3.03	3.30***	REJECT

* P <.05
** P <.01 BUILDING PRINCIPALS (N=39) TEACHERS (N=533)
*** p <.001

significant effect on the perceptions of teachers when rating the effectiveness of building administrators in performing the administrative functions.

Table 12 shows there were significant differences in the perceptions of elementary and secondary teachers concerning administrator effectiveness in performing human resource management, school community relations, and student behavior functions. The elementary teachers perceived that their building administrators were significantly more effective in performing these three functions. While secondary teachers perceived their building administrators to be more effective in the other three functions, the differences were not significant. Since perceptions of teachers at the elementary and secondary level differed in three of the six administrative functions, hypothesis three was rejected.

TABLE 12. Elementary and secondary teachers' perceptions of building administrators effectiveness in performing each of the administrative functions

ADM. FUNCTIONS	ELEMENTARY MEAN	SECONDARY MEAN	POOLED t-VALUE	CONCLUSION
HUMAN RES. MGT.	3.18	2.90	2.76**	REJECT
INSTRUCT. LDSHP.	3.16	3.27	-1.05	FAIL TO REJECT
NON-INSTRUCT.	3.27	3.32	-0.47	FAIL TO REJECT
PUPIL PERSONNEL	3.07	3.12	-0.49	FAIL TO REJECT
SCHOOL COM. REL.	3.45	3.16	2.75**	REJECT
STUDENT BEHAVIOR	3.15	2.81	3.25***	REJECT

** P <.01
*** P <.001 ELEMENTARY TEACHERS (N=349) SECONDARY TEACHERS (N=184)

Multiple regression analysis was used to test hypotheses 4, 5, and 6. Table 13 shows the full and reduced model and the standardized coefficients (Beta) for the regression of the six independent variables on each of the dependent variables; goal orientation, cohesiveness, and esprit.

Hypothesis four was designed to examine the relationship between building administrator effectiveness and faculty goal orientation.

Ho_4: There is no significant relationship between the perceived effectiveness of building administrators in performing the six administrative functions and faculty goal orientation.

The administrative functions comprise the independent variable in this analysis. The six independent variables were regressed on the dependent variable, goal orientation, resulting in significance in the prediction equation. There was a significant positive relationship between the independent variables human resource management (F,9.18) and

TABLE 13. Regression Model--effectiveness of performance in administrative functions with goal orientation, cohesiveness, and esprit as the dependent variables

	GOAL ORIENTATION		COHESIVENESS		ESPRIT	
ADM FUNCT. VARIABLES	FULL MODEL Beta	REDUCED MODEL Beta	FULL MODEL Beta	REDUCED MODEL Beta	FULL MODEL Beta	REDUCED MODEL Beta
HUMAN RES. MGT.	.43	.44*	.69	.77*	.46	.73*
SCHOOL COM. REL.	.32	.35*	.31	.25	.30	
STUDENT BEHAV.	.12		.07		.20	
INSTRU. LDSHP.	-.05		.14		.13	
PUPIL PERSONN.	.05		-.14		-.09	
NON-INSTRUC.	-.03		-.47	-.49*	-.05	
MULTIPLE R	.72	.71	.83	.82	.79	.73
R 'SQUARE'	.52	.50	.69	.67	.62	.54
MS REGRE.	.95	2.79	1.79	3.49	0.78	4.07
MS RESID.	.17	0.15	0.15	0.14	0.09	0.10

(a) Coefficeients in table are standardized regression coefficients
* Coefficients are significant at .05 level (F larger than 4.11)
N = 39

school community relations (F,5.77) and the dependent variable, goal orientation. Therefore, hypothesis four was rejected. In the prediction equation, human resource management accounted for approximately 42 percent of the variance while school community relations accounted for an additional 8 percent.

Hypothesis five was designed to examine the relationship between building administrator effectiveness and faculty cohesiveness.

Ho_5: There is no significant relationship between the perceived effectiveness of building administrators in performing the six administrative functions and faculty cohesiveness.

The six independent variables were regressed on the dependent variable cohesiveness. Once again, the prediction equation was

significant. Human resource management (F,40.63) and non-instructional functions (F,18.89) were significantly associated with the dependent variable, cohesiveness. Fifty percent of the variance was contributed by effectiveness in human resource management and 14 percent by effectiveness in non-instructional functions. It should be pointed out that the Beta for non-instructional functions was negatively signed indicating that where effectiveness in non-instructional functions declines faculty cohesivensess increases. Since the prediction equation was significant, hypothesis five was rejected.

Hypothesis six was formulated to determine the relationship between administrator effectiveness and faculty esprit.

Ho_6: There is no significant relationship between the perceived effectiveness of building administrators in performing the six administrative functions and faculty esprit.

The six independent variables were regressed on the dependent variable esprit. The final prediction equation shows human resource management (F,42.60) was the only significant independent variable associated with the dependent variable esprit and it accounted for 54 percent of the variance. Therefore, hypothesis six was rejected.

CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of the study were to (1) examine administrative functioning, (2) compare the perceptions of important school referent groups at the elementary and secondary level, and (3) examine the relationship between administrative functioning and school climate. In this chapter, the conclusions of the study based on an analysis of the data are reported and recommendations for practice and further research submitted. The chapter has been organized as follows:

1. Conclusions from the Data
2. Recommendations for Practice
3. Recommendations for Further Research

Conclusions from the Data

The data were gathered from teachers, building level administrators, and central office personnel in 9 school organizations. Conclusions are drawn from findings in three major areas: (1) administrative functions, (2) referent group comparisons, and (3) school climate. The findings are presented in summary form followed by discussion.

Administrative functions

The inquiry focused on six important functions which building administrators regularly perform. Elementary and secondary teachers and building level administrators were asked to provide data related to administrative functioning in human resource management, instructional

leadership, non-instructional leadership, pupil personnel, school-community relations, and student behavior. Findings indicate the following.

1. Human resource management was accorded the highest priority by elementary and secondary teachers, followed by instructional leadership and student behavior. While this was hardly surprising, the low placement of pupil personnel and school-community relations and the relatively low score accorded them were unexpected.
2. The six administrative functions were placed in the same priority order by both elementary and secondary teachers.
3. Teaches prefer that building level administrators spend the major portion of their time in human resource management, instructional leadership, and controlling student behavior.
4. Elementary and secondary teachers agreed that the three functions above deserved the major portion of administrative time and they were in virtual agreement as to the percentage of time which should be accorded each function.
5. Elementary and secondary teachers have divergent views as to administrative effectiveness in the six functions. While each level sees their administrator as more effective in some areas, there was a dramatic difference in three areas; that is, elementary teachers rated their principals higher than did secondary teachers in (1) human resource management, (2) school community relations, and (3) student behavior.

Discussion Teachers obviously place a high value on administrative activities which enhance their satisfaction with teaching. They also value instructional leadership and administrative activities which control student behavior over those which are concerned with logistics, pupils, and the community. That these activities were placed in the same order by elementary and secondary teachers was, at first blush, surprising. However, it reinforces the notion that "teaching is teaching", that our nation's classrooms are filled with individuals who seek job satisfaction, want to make a difference, and feel they need an orderly climate in which to achieve both. This is consistent with the research of Edmonds (19), Rutter, et al. (61), and others. That teachers see high priority activities as deserving of more time is hardly surprising but is an important finding. It confirmed this researcher's suspicion that the time which one should dedicate to important activities is related to their relative importance.

Finally, there is the matter of effectiveness. The findings were congruent with commonly held assumptions regarding the principalship but also provided additional important data. Despite what appears to be relatively uniform expectations where administrative activities are considered, teachers' perceptions of effectiveness differed significantly by building level in three important functions: human resource management, school community relations, and student behavior. In other words, the elementary principals appeared to be more people oriented as well as more effective in controlling student behavior. While the latter may be attributable to student age and problems in

dealing with young adults, the former is open to conjecture. Whether secondary principals are less people oriented by nature, or the ambiguity of the position transforms them, is an open question. What was unexpected were the slight tendencies suggesting that secondary building administrators were somewhat more effective in other areas, especially instructional leadership. While one does not know what to make of this, its possible that the elementary administrator's concern for people does not translate into results oriented behavior.

Comparison of referent group perceptions

The perceptions of referent groups were selected as an object of study since they reflect the expectations of the important role incumbents responsible for student achievement. The findings reveal that the referent groups shared some expectations, but important differences also surfaced. Both are summarized below:

1. While there was little disagreement between building administrators and teachers relative to how much time the administrator should spend in four of the administrative activities, there were dramatic differences in two. The building administrators indicated a need to spend nearly 30 percent of their time on instructional leadership while the teachers indicated 20 percent was sufficient. Conversely, the building administrators said that they needed to spend 20 percent of their time attending to student behavior while the teachers preferred 30 percent.
2. Building administrators see themselves as performing the

administrative functions more effectively than do their teachers. The differences in opinion were significant in three areas: human resource management, instructional leadership, and student behavior.

3. Central office personnel have some expectations for their leadership that are in conflict with both teachers' expectations and those of their building administrators. As expected, central office personnel accorded non-instructional functions a higher priority than did the other two groups. They also reported some different perceptions as to how effectively the administrators performed certain functions. They were less inclined to view their principals as instructionally effective than were the other two groups.

Discussion It appears that teachers are saying that they would prefer that building administrators spend more time controlling students and less time "messing with their lives." This is consistent with recent research. It was also expected that the administrator's "self-effectiveness rating" would be higher than that of their subordinates, but within that finding is a noteworthy phenomenon. The three areas in which the perceptions differed significantly (human resource management, instructional leadership, and student behavior) are the very three which teachers place at the top of their "priority" and "time" lists. Finally, one must consider the expectations of central office personnel. While the convergence of expectations for instructional leadership and other functions is encouraging, their preference for having building

administrators focus on non-instructional chores may have a deleterious affect on the functions building administrators and their teachers see as important. One wonders what to make of the tendency for them to rate building administrator effectiveness lower than the other groups. It is possible that they have a better view of "the big picture."

School climate

The primary goal of the study was to examine the relationship between administrative functions and the school climate variables which relate to effectiveness. The findings explicated the following:

1. Goal orientation, esprit, and cohesiveness were highly intercorrelated. In addition, the data revealed that there was considerable variance between schools, particularly in goal orientation.
2. On an eight point scale, with 8 representing a highly positive climate, the scores in the climate hovered around 6.0 indicating that, overall, the school climates were relatively healthy. Elementary schools faculties were more goal oriented and had greater esprit and cohesiveness than did secondary faculties. The type of school organization also appeared to be a factor. Suburban school organizations reported higher scores in all three climate variables while rural districts tended to have lower scores. The relationship, however, between school type and climate should be viewed cautiously because of the small number of rural schools in the sample.

3. Administrative functions were significantly related to faculty goal orientation, but two independent variables were salient. Effectiveness in human resource management was the most pervasive accounting for 42 percent of the variance while school community relations accounted for 8 percent. It is worthy of note that instructional leadership was not a factor in the equation and, in fact, it showed a negative correlation (-.05).
4. Administrative functions were significantly related to faculty cohesiveness. Again, two functions surfaced as important factors but in an odd way. Effectiveness in human resource management was the prime contributor--50 percent of the variance was accounted for by this variable. But a strange phenomenon emerged. There was a negative relationship between non-instructional leadership and a climate variable. Fourteen percent of the variance was attributable to effectiveness in non-instructional leadership-- where faculties perceived the leader as being ineffective, they were more cohesive.
5. Administrative functions were significantly related to faculty esprit. This time the prediction equation revealed that effectiveness in human resource management was the only significant contributor to the climate variable; it contributed 54 percent of the variance. It should be pointed out that two variables, effectiveness in pupil personnel and

noninstructional functions, were negatively correlated with esprit.

Discussion It was interesting to find that the climate variables were highly correlated. Apparently goal orientation, cohesiveness and esprit are interactive phenomena. It was also encouraging to find that the schools in the study exhibited relatively healthy climates. Finding that elementary schools tended to have a more healthy climate causes one to wonder if school size and the accompanying structural differences have an effect on organizational functioning. It provides a stimulus for further research.

It is obvious that perceived effectiveness in human resource management is a very significant factor affecting school climate. Administrators who are effective in assisting personnel to reach important objectives and provide them with satisfaction engender a more goal oriented faculty and higher esprit and cohesiveness. The impact of instructional leadership effectiveness was perplexing. Why would a faculty be more cohesive and goal oriented where the building administrator was less effective in that activity? One explanation seems plausible; where non-instructional leadership is lacking, school faculties pull together to make up for the shortcoming. It's possible that leadership from within emerges, pulling the faculty together toward school goals.

Recommendations for Practice

The study explicated findings which have implications for school building administrators and those who employ them. I recommend the following:

1. School leadership personnel must focus their administrative efforts on activities associated with human resource management. Assisting teachers to reach goals and helping them to derive satisfaction through achievement are two administrative behaviors which they value highly.
2. School leadership personnel must strive to meet teachers' expectations for administrator efficacy in administering student behavior related activities. While there is the possibility that those expectations are unrealistic, it appears that until the gap between expectations and perceived effectiveness is narrowed, school climate will continue to suffer.
3. There is a need for secondary school administrators, in particular, to focus their efforts on human resource management, school community relations, and student behavior functions. They appear to be lagging behind their elementary counterparts in performing these functions, at least in the eyes of their teachers.
4. There is a need for central office personnel to modify their apparent preoccupation with non-instructional functions. Since it seems as though their expectations must have an

affect on the behavior of building level administrators, less emphasis on these activities might be more productive.

Recommendations for Further Research

While the study shed light on important questions regarding building administrator functions and school climate, it may have raised more questions than it answered. To those considering research in this area, I suggest that the following be considered for further study:

1. While human resource management surfaced as the major administrative activity influencing school climate, the definition included three somewhat nebulous and dichotomous activities. The first was "activities which involve the process of insuring that qualified personnel accomplish designated objectives at the proper time," the second "performs jobs which meet the needs of the organization," and the last, "provides satisfaction for the individuals involved." Perhaps the teachers responded to all three in responding to the survey, but they may have identified with one in particular. Since they are apparently important but different activities, it seems wise to further explore what exactly they see as so important and, specifically what building level administrators can do to increase effectiveness in them.
2. There is a need to investigate or develop processes and methods to diminish the gap in the expectations of the

important role incumbents in schools; teachers, building administrators, and central office personnel. The three groups come to the workplace with different roles and responsibilities as well as biases emanating from job descriptions, training, and pressure groups. Developing a process which provides for dialogue and intra-group consensus would appear to have merit.

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APPENDIX A: ADMINISTRATIVE FUNCTIONS ANALYSIS

ADMINISTRATIVE FUNCTIONS ANALYSIS

This instrument is designed to gather data on administrative functions and the extent to which these functions are effectively carried out in your school. Your perceptions of the tasks which are important for school effectiveness will also be examined.

* PLEASE USE A #2 SOFT LEAD PENCIL. *

Section I QUESTIONS IN SECTION I are designed to gather demographic information. Please read each and circle the appropriate response.

Directions: Please read each item and circle the appropriate response.

1. Sex
   1. Female
   2. Male

2. Race or ethnic group
   1. Black
   2. Chicano
   3. Other Spanish speaking
   4. Native American
   5. Oriental Origin
   6. White

3. How long have you been a teacher?
   1. First year
   2. 1 - 4 years
   3. 5 - 9 years
   4. 10 years or more

4. How long have you taught in this school?
   1. First year
   2. 1 - 4 years
   3. 5 - 9 years
   4. 10 years or more

5. What grade level(s) do you spend the majority of your time teaching?
   1. Elementary
   2. Middle School
   3. Junior High School
   4. Senior High School

6. How much formal preparation have you had?
   1. Bachelor's
   2. Some graduate work, less than Master's degree
   3. Master's degree
   4. More than Master's degree, less than Doctorate
   5. Doctor degree

THANK YOU VERY MUCH!!!

Section II Administrative Activities(AAs) This section is related to the importance of AAs in your school. Please examine the AAs under each of the six Administrative Functions (numbered items) and indicate on this sheet the three (3) you consider most important for school effectiveness. Place a 1 for most important, a 2 for the next most important, and a 3 for the third most important. Please do this for each of the six Administrative Functions. These numbers should be placed on the line provided on this Survey Instrument to the left of each AA selected.

1. HUMAN RESOURCES MANAGEMENT

___ Maintains a style of administration which encourages participation and enthusiasm on the part of staff.

___ Orients new personnel assigned to the building.

___ Makes certain that the professional staff's behavior is of the highest ethical order.

___ Directs teachers to motivate, challenge, and excite students to learn at their optimal skill.

___ Allows each teacher to set his/her own job targets (short and long-range goals) for the school year in his/her particular classroom.

___ Provides all staff with clearly defined job descriptions and involves all in organizational changes.

2. INSTRUCTIONAL LEADERSHIP

___ Encourages a continued updating of instructional materials.

___ Evaluates the instructional programs.

___ Makes certain that the curriculum fits the needs of the students.

___ Encourages teachers' professional improvement through staff development programs.

___ Evaluates all professional school staff members.

___ Coordinates staffing for evaluation of student learning needs.

3. NON-INSTRUCTIONAL FUNCTIONS

___ Schedules all routine and special activities of the school.

___ Supervises the operation, maintenance, and use of school facilities.

___ Maintains school records in a systematic manner for ready reference.

___ Performs administrative duties which are general in nature.

___ Plans and submits annual budget needs for the total operation of the school.

4. PUPIL PERSONNEL

___ Encourages students to participate in student council activities.

___ Affords students the opportunity to participate in extra-curricular activities, e.g. band, clubs, athletics, etc.

___ Conducts rap sessions with student representatives for the purpose of discussing concerns and problems in the school.

___ Supervises student-related activities.

___ Conducts staff conferences necessary for evaluation of student needs.

___ Supports and attends student programs.

___ Engages in counseling students.

5. SCHOOL AND COMMUNITY RELATIONS

___ Implements a parent advisory committee to discuss problems and concerns of the school.

___ Encourages parents to participate in assessing the educational needs of the school.

___ Gives parents the opportunity for input in setting priorities in the preparation of the budget.

___ Maintains an effective communication program with parents.

___ Utilizes the available community resources to enrich the learning program.

___ Actively participates in parent-teacher organization activities as a means of developing an understanding of school goals.

___ Schedules parent/teacher conferences, participating when available.

6. STUDENT BEHAVIOR (CONTROL)

___ Develops a student code of behavior.

___ Enforces a student code of behavior.

___ Gives students a clear understanding of what the expectations are with respect to their behavior at school both inside and outside the classroom.

___ Develops a positive process to maintain discipline and standards.

___ Assesses student discipline.

Please use Sections III, IV and V Answer Sheet for the remaining questions.

Section III

Priority This section is designed to gather data regarding the importance of the Administrative Functions. Please examine the six Administrative Functions and circle the number that indicates the order of importance as you see it. One equals highest priority and 6 lowest priority. An example for the six functions is given on the response sheet. The example shows Human Resource Management to be the 3rd priority and Pupil Personnel the 4th.

Section IV

Percentage of Time This section is designed to gather data regarding the percentage of time that should be devoted to each of the six Administrative Functions. Circle the number(s) which represents the percentage of time you feel an administrator should devote to Administrative Functions to maximize school effectiveness. An example is given on the answer sheet.

THE TOTAL OF ALL SIX ADMINISTRATIVE FUNCTIONS MUST EQUAL 100%.

Section V

Effectiveness This section is related to performance in the functional areas. Using the AAs as a guide please indicate the extent to which these functions are being effectively carried out in your school. Circle the number that best represents that degree of effectiveness.

SECTION III, IV and V Answer Sheet

SECTION III: Priority

EXAMPLE

HRM	PP
1	1
2	2
(3)	3
4	(4)
5	5
6	6

Human Resource Management	Instructional Leadership	Non-instructional Functions	Pupil Personnel	School Community Relations	Student Behavior (control)
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6

SECTION IV: Percentage of Time

EXAMPLE

PP		IL	
0	0	0	0
1	1	1	1
(2)	2	2	2
3	3	(3)	3
4	4	4	4
5	(5)	5	(5)
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
25%		35%	

Human Resource Management	Instructional Leadership	Non-instructional Functions	Pupil Personnel	School Community Relations	Student Behavior (control)
0 0	0 0	0 0	0 0	0 0	0 0
1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2	2 2	2 2	2 2	2 2	2 2
3 3	3 3	3 3	3 3	3 3	3 3
4 4	4 4	4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9	9 9	9 9

82

TOTAL = 100%

SECTION V: Effectiveness

SCALE

1=not effective
2=somewhat effective
3=effective
4=very effective
5=extremely effective

Human Resource Management	Instructional Leadership	Non-instructional Functions	Pupil Personnel	School Community Relations	Student Behavior (control)
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

APPENDIX B: SCHOOL CLIMATE INVENTORY

School Climate Inventory

(SCI)

This survey is designed to gather data about organizational functioning in your school. Responses will be kept completely confidential. No one will have access to these data except members of the School Improvement Model (SIM) research team. It is important that you respond to each statement or question as thoughtfully and candidly as possible. Please remember there are no right or wrong responses.

INSTRUCTIONS

The statements and questions are related to your school. Indicate which response best describes organizational functions in your school. Each statement or question has eight possible responses. Please answer each by circling the number that best represents your opinion about the statement or question it accompanies.

Example: To what extent are teachers involved in major decisions related to their work?

Very little		Some		Considerable		Very great	
1	2	3	4	5	6	7	8

If you feel teachers have "considerable" involvement in decisions circle 5 or 6. Circle a 5 if you feel the situation is closer to "some". You would circle a 6 if you feel the situation is closer to "very great". If you think there is "very little" you will have to decide whether it is closer to some (3) or none and mark either a 1 or a 2.

School Code

— — — —

Directions: Each statement or question has eight possible responses. Please answer each by circling the number that best represents your opinion about the statement or question it accompanies.

1.	What is the amount of teamwork in your school?	No teamwork	Little teamwork	Moderate amount of teamwork	Great amount of teamwork
		1 2	3 4	5 6	7 8
2.	Is it worthwhile or a waste of time for you to do your best?	Waste of time	Somewhat worthwhile	Worthwhile	Very worthwhile
		1 2	3 4	5 6	7 8
3.	To what degree are you satisfied with your work at this school?	Not satisfied	Somewhat satisfied	Quite satisfied	Very satisfied
		1 2	3 4	5 6	7 8
4.	How clear are the goals for the educational performance of students?	Not clear	Vague	Somewhat clear	Clear
		1 2	3 4	5 6	7 8
5.	To what extent does the school strive for excellence?	Very little	Some	Quite a bit	Very great
		1 2	3 4	5 6	7 8
6.	How much do you enjoy teaching in this school?	Very little	Some	Consider-able	Very much
		1 2	3 4	5 6	7 8
7.	How much help do teachers give to one another on important school matters?	Very little	Some	Consider-able	Very great
		1 2	3 4	5 6	7 8
8.	To what extent do you look forward to your teaching a day?	Very little	Somewhat	Quite a bit	Very much
		1 2	3 4	5 6	7 8
9.	To what extent are teachers committed to high performance goals in this school?	Very little	Somewhat	Quite a bit	Very much
		1 2	3 4	5 6	7 8
10.	To what extent do teachers in this school work together as a smoothly functioning team.	Very little	Somewhat	Quite a bit	Very great
		1 2	3 4	5 6	7 8
11.	I would describe my sense of belonging in this school as.	No sense of belonging	Little sense of belonging	Some sense of belonging	Great sense of belonging
		1 2	3 4	5 6	7 8

12.	To what extent do teachers from different grade levels, departments, and curriculum areas plan and coordinate their efforts together?	Very little		Some		Considerable		Very great
		1	2	3	4	5	6	7 8
13.	Overall, your contributions to helping students reach their goals in this school is.	Minimal		Adequate		Substantial		Very great
		1	2	3	4	5	6	7 8
1r.	To what extent do you feel that your work is an 'important activity'.	Very little		Some		Considerable		Very great
		1	2	3	4	5	6	7 8
15.	To what extent do teachers in this school have a feeling that they can make a significant contribution to improving the classroom performance of students?	Very little		Some		Considerable		Very great
		1	2	3	4	5	6	7 8
16.	To what extent do the teachers in this school work at improving the quality of the educational system?	Very little		Some		Considerable		Very great
		1	2	3	4	5	6	7 8
17.	To what extent do the goals of the school reflect the educational needs of the community?	Very little		Some		Considerable		Very much
		1	2	3	4	5	6	7 8
18.	To what extent do you feel a sense of accomplishment in your work?	Very little		Some		Considerable		Very great
		1	2	3	4	5	6	7 8
19.	To what extent are teachers treated as professionals?	Very little		Some		Considerable		Very much
		1	2	3	4	5	6	7 8

20. This school's <u>primary</u> responsibility to its students is to enhance:

(please circle <u>one</u> response)

1 academic achievement

2 social skills

3 personal growth and development

4 occupational growth and development

Other (please specify) _____

THANK YOU VERY MUCH!!!

APPENDIX C: SELECTED SAMPLE OF CORRESPONDENCE WITH STUDY PARTICIPANTS

SIM
School Improvement Model (a Northwest Area Foundation Project)

College of Education | Iowa State University | 230 Curtiss Hall | Ames, Iowa 50011 | Telephone 515-294-5521

Dick Manatt
Director

Shirley Stow
Co-Director

Dianne Blackmer
Coordinator

Libby Bilyeu
Program Assistant

Dear administrator,

The School Improvement Model (SIM) project is conducting research related to Critical Work Activities (CWAs) and their relationship to school functioning. Your assistance is needed in this endeavor. Please take 25-30 minutes and complete the attached survey instruments. Your responses will be kept completely confidential. The survey instruments have identification numbers on the cover and a school code number on the demographic sheet. These numbers are used only for record keeping purposes; to enable us to check your school off the mailing list when the instruments are returned. Your name will not be placed on the instruments nor is there any way to identify you.

Please return your completed survey instruments in the postage paid envelope provided. If you have any questions, please call us collect at (515) 294-5521.

Thank you for your time and effort! It will help us to do a better job in our schools.

School Improvement Model

Robert D. Pinckney
Research Assistant

Richard P. Manatt
Co-Director

Shirley B. Stow
Co-Director

SIM
School Improvement Model (a Northwest Area Foundation Project)

College of Education | Iowa State University | E005 Quad | Ames, Iowa 50011 | Telephone 515-294-5521 or 294-5529

Dick Manatt
Director

Shirley Stow
Co-Director

Libby Bilyeu
Program Assistant

Dear administrator,

Please write the names of those teachers who will be participating in the study along side the numbered spaces below and submit the list of names to the Contact Person in your building.

Thank you for your continued cooperation!

001 _____
002 _____
003 _____
004 _____
005 _____
006 _____
007 _____
008 _____
009 _____
010 _____
011 _____
012 _____
013 _____
014 _____
015 _____

Dear Contact Person,

Please use the list of names above to assist you with collection of the instruments. DO NOT return the list with the instruments. Thank you.

SIM
School Improvement Model (a Northwest Area Foundation Project)

College of Education | Iowa State University | E005 Quad | Ames, Iowa 50011 | Telephone 515-294-5521 or 294-5529

Dick Manatt
Director

Shirley Stow
Co-Director

Libby Bilyeu
Program Assistant

Dear colleague,

In our continuing effort to examine organizational functioning in schools we would appreciate your assistance with the School Improvement Model (SIM) research project. We will need you to randomly select 15 teachers from your staff to participate in this research endeavor. To assist you in this process please follow the following procedures. First, beginning at the top of an alphabetized teachers' list, number all full-time teachers from 1 to the last and select each odd numbered teacher on your list until you have selected 15 teachers. These 15 odd numbered teachers will be asked to participate in the SIM research study. An example can be seen below:

ODD

Teacher #1 - select
" #2
" #3 - select
" #4
" #5 - select
" #6

If you have between 20-30 full-time teachers omit the first four names on the list and select the next 15 teachers. If you have 20 teachers or less please select all teachers to participate in the study. I have included in this packet a letter for you to give to the teachers selected. As soon as you make the random selection please give each teacher a copy of the "information letter". If any of them choose not to take part in the study, they will return the bottom portion of the letter to you. Where this occurs please go back to your list of full-time teachers and begin at the point you left off, selecting the number of teacher(s) needed to reach 15 and disseminate the letter to them. It may be necessary to repeat this procedure again. I do need to have 15 full-time teachers complete the survey instruments.

To expedite dissemination and collection of the teachers' survey instruments and to insure anonymity and confidentiality we are asking you to employ a Contact Person in your building. Please ask one of your teachers (could be other than one of the 15 selected) to be the Contact Person for your building. After you have given them a list of 15 teachers who have indicated to you their willingness to participate in this study, the Contact Person will then be asked to: 1) distribute the two teacher survey instruments to those teachers participating in the study, 2) collect the completed instruments and return them to Iowa State University, and 3) field questions from teachers pertaining to the completion of the two survey instruments.

Should you have any questions about this procedure, etc., please call Robert Pinckney collect at: (515) 294-5521.

We appreciate your assistance and cooperation!

Robert D. Pinckney
Research Assistant

Richard P. Manatt
Co-Director of SIM

Shirley B. Stow
Co-Director of SIM

SIM
School Improvement Model (a Northwest Area Foundation Project)
College of Education | Iowa State University | 230 Curtiss Hall | Ames, Iowa 50011 | Telephone 515-294-5521

Dick Manatt
Director

Shirley Stow
Co Director

Dianne Blackmer
Coordinator

Libby Bilyeu
Program Assistant

Dear teacher,

You have been randomly selected to participate in the next step of the School Improvement Model (SIM) process for developing accurate administrator evaluation instruments. Your answers are needed in response to two instruments: 1) Administrative Functions Analysis, and 2) School Climate Inventory. Both instruments should take you in combined time, 25-30 minutes. We will improve principal performance criteria using these answers.

We hope you are willing to participate in this endeavor, we do need 15 participants. If you choose NOT to participate please notify your principal immediately by returning the form below supplying your name. This will enable the principal to select another teacher.

If there is no response given to your principal by the end of the school day we will assume you will participate in this endeavor.

You will be contacted in the next day or two by another teacher who has volunteered to be the Contact Person for your building. To assure anonymity and confidentiality the Contact Person will be responsible for distribution and collection of the survey instruments, answering questions you might have, and returning the completed instruments to Iowa State University.

Thank you very much for your assistance and cooperation!

Dear Principal,

I do not wish to complete the survey instruments.

_____
Teacher's Name

SIM
School Improvement Model (a Northwest Area Foundation Project)

College of Education | Iowa State University | 230 Curtiss Hall | Ames, Iowa 50011 | Telephone 515-294-5521

Dick Manatt
Director

Shirley Stow
Co-Director

Dianne Blackmer
Coordinator

Libby Bilyeu
Program Assistant

Dear teacher,

Thank you for your willingness to serve as Contact Person for your building and to assist us with this research project in organizational functioning. Your principal/division head will be giving you a list of the 15 teachers in your building that have indicated their willingness to participate in this study. Please distribute the two instruments; Administrative Functions Analysis and School Climate Inventory to each of these teachers. Also, please put your name in the space provided on the cover letter for teachers. (ivory colored letter)

Teachers should return both survey instruments to you within 3 days. If after 3 days all instruments have not been returned, please give the 'missing' teachers the reminder note which is included in this packet. After 2 more days have elapsed please forward all completed instruments to me at Iowa State in the postage paid envelopes provided. I would ask that you try and encourage teachers to complete their instruments.

The teachers participating in the study have been instructed to contact you if there are any questions about the survey instruments. If questions do occur and you are unable to answer them, please call Robert Pinckney collect at: (515) 294-5521.

Once again THANK YOU for your much needed assistance and cooperation!

Robert D. Pinckney
Research Assistant

Richard P. Manatt
Co-Director of SIM

Shirley B. Stow
Co-Director of SIM

SIM
School Improvement Model (a Northwest Area Foundation Project)

College of Education | Iowa State University | E005 Quad | Ames, Iowa 50011 | Telephone 515-294-5521 or 294-5529

Dick Manatt
Director

Shirley Stow
Co-Director

Libby Bilyeu
Program Assistant

Dear teacher,

Thank you for agreeing to help the School Improvement Model (SIM) project. The research study will investigate Critical Work Activities and their relationship to school functioning, for the purpose of improving principal performance evaluation. Your assistance is appreciated.

Please take 25-30 minutes and complete the attached survey instruments. Your responses will be kept completely confidential. The survey instruments have identification numbers on the cover and a school code number on the demographic sheet. These numbers are used only for record keeping purposes; to enable us to check your school off the mailing list when the instruments are returned. Your name will not be placed an the instruments nor is there any way to identify you.

After you have completed the two survey instruments, place them in the envelope provided, seal, and return to _____, who will mail the instruments back to Iowa State University. If you have any questions, please check with the contact person.

Thank you for your time and effort! It will help us to do a better job in our schools.

School Improvement Project

Robert D. Pinckney
Research Assistant

Richard P. Manatt
Co-Director

Shirley B. Stow
Co-Director

Dear teacher,

I need your assistance! Will you please take 20-30 minutes from your busy schedule and help us with the SIM research. Please complete the two important survey instruments; Administrative Functions Analysis and School Climate Inventory and return them to your Contact Person today.

Your assistance and cooperation in this research endeavor is appreciated.

Thank you!

School Improvement Model Project

Dear teacher,

I need your assistance! Will you please take 20-30 minutes from your busy schedule and help us with the SIM research. Please complete the two important survey instruments; Administrative Functions Analysis and School Climate Inventory and return them to your Contact Person today.

Your assistance and cooperation in this research endeavor is appreciated.

Thank you!

School Improvement Model Project

APPENDIX D: STUDY VARIABLE ABBREVIATIONS

STUDY VARIABLE ABBREVIATIONS

HRM	=	Human Resource Management
INSTR	=	Instructional Leadership
NINST	=	Non-instructional
PUPER	=	Pupil Personnel
SCR	=	School Community Relations
GOALOR	=	Goal Orientation
COHESI	=	Cohesiveness
ESPRIT	=	Esprit
P	=	Priority
T	=	Percentage of Time
E	=	Effectiveness